
ADVISING, GENERAL EDUCATION & CULTURAL DIVERSITY

ACADEMIC ADVISING AND PROGRAM PLANNING

Academic planning should begin early in your first year at MSU, and your academic advisor will be the individual to help you assess your individual needs and plan an academic program based on your interests and career goals. As you progress through your program, your academic advisor, in conjunction with other advising staff, can assist you in a variety of ways: selecting courses each semester; changing or choosing a major; satisfying general education requirements; exploring career interests and opportunities; identifying campus resources to assist you; referring you to opportunities for scholarships, internships, and undergraduate research; and assisting you with any academic difficulties you may encounter.

As a new student at MSU you are assigned an academic advisor based on your major choice during orientation. If you are undecided about your major when you first enroll, you would be assigned to one of the academic advisors who work especially with students who have not decided on a major. We encourage you to work closely with an academic advisor throughout your MSU career.

ADVISING RESOURCES:

Major Advising:

Once you have selected a major or general area of study you wish to pursue, your advising services will be provided by your major College. Each MSU College has a Student Relations Coordinator (SRC) who serves as a primary resource and advising contact for those interested in any of the College majors or departments. The Student Relations Coordinators provide general academic and program assistance to prospective, current, and returning MSU students. Some Colleges also offer "Advising Centers," which provide additional advising services and staff.

COLLEGE ADVISING RESOURCES:

ALLIED HEALTH

Mark Schuck, SRC, 1848 Highland Center, 389-5486

ARTS & HUMANITIES

Sara Granberg-Rademacker, SRC, 226B Armstrong Hall, 389-1712

BUSINESS

Linda Meidl, SRC, College Advising Center, 151 Morris Hall, 389-2963

EDUCATION

Cheryl Kalakian, SRC, College Adv. Cntr., 117 Armstrong Hall, 389-1521

NURSING

Kelly Krumwiede, SRC, 319 Wissink Hall, 389-6022

SCIENCE, ENGINEERING AND TECHNOLOGY

Angie Bomier, SRC, College Advising Center, Trafton C-125, 389-1521

SOCIAL AND BEHAVIORAL SCIENCE

Clark Johnson, SRC, Advising "U", 114 Armstrong Hall, 389-6306

Undecided Student Advising

If you have not yet selected a major, or are considering a variety of options, you may choose to be an "undecided" major. If this is your situation, your initial academic advisor will be assigned through the First Year Experience Office.

COORDINATOR FOR UNDECIDED MAJOR ADVISING

William Watts, First Year Experience Office, 10 Gage Complex, 389-5498

OTHER ADVISING RESOURCES

CAP Program Advisors, 217 Morris Hall, 389-1193

Career Development Center, 209 Wigley Admin. Center, 389-6061

Center for Academic Success, 132 Memorial Library, 389-1791

Counseling Center, 245 Centennial Student Union, 389-1455

Disability Services, 132 Memorial Library, 389-2825

Multicultural Affairs, 22 Centennial Student Union, 389-6300

Student Support Services, 355 Wiecking Center, 389-2797

DECLARING VS. ADMISSION TO MAJOR

Students can declare a major at any point and ask to be assigned to an advisor in their major. Declaration is the simple process of having the student records system updated to indicate what major a student is interested in pursuing and assigning an advisor based upon that interest. Students interested in majors in:

- The colleges of Science Engineering, Technology, Business and the School of Nursing should go to the Student Relations Coordinator or advising center for that college/program
- The colleges of Allied Health, Arts and Humanities & Social Behavioral Sciences should be referred to individual departments
- Becoming Undecided should go to the First Year Experience Office in Gage 10, 389-5498

Admission to major involves gaining permission to take 300-400 level course work and pursue graduation from a major. Students will be admitted to a major based on requirements established by the major and monitored by a department. University minimum requirements for admission to major are having earned 32 credits/hours and a 2.0 cumulative grade point average. Many departments have additional requirements which can be found in the Undergraduate Bulletin in the department/major listing. Additional requirements may include, but are not limited to: completion of prerequisite courses, higher grade-point averages for admission to major and/or graduation from the program, testing, and other forms of evaluation or portfolios.

Required Advising. "Undecided" majors and several other Minnesota State Mankato majors REQUIRE that a student meet with their assigned academic advisor before registering each semester. If your major requires advising, your advisor would need to provide you with a registration "access code" before you would be able to register for courses.

DARS

DARS is an acronym for Degree Audit Reporting System.

It is a computer program that produces advising information illustrating a student's progress in fulfilling the graduation requirements of their chosen degree program for undergraduate students.

DARS accomplishes its task by using a student's degree program information (degree, major, minor, catalog year), on file in the student records system, to create a generic "template" of that degree program. DARS then feeds all of a student's courses through this template to fill in the blanks. When the process is complete a document (called an audit) is produced showing where the student's courses fit in, which requirements are completed, and which are left to be done. The audit can then be used to monitor a student's progress and give a detailed assessment of what University requirements are yet to be satisfied.

DARS is not a replacement for the advising process whereby students are in communication with their department and assigned advisor. DARS should also not be considered a replacement for the University catalog, although the DARS program is based very heavily upon that document. The DARS program is a tool to assist students and advisors. There are some items that DARS cannot check for or take into account. DARS does not reflect departmental substitutions or waivers for individual students, for example. Many of these items are handled via the advising process and are done manually within the graduation process.

Questions concerning DARS should be directed to
DARS-Questions@mnsu.edu

Ordering an Audit

There are three ways that students can obtain audits:

- order their own via the web (same way you log on to register)
- request an audit at the Campus Hub
- request an audit at their department or advising center

Course Designator and Numbering System

Each course is identified by a 2-4 alpha character code called a course designator that indicates the program or department housing the course. The listing of course designators used at Minnesota State Mankato are below.

A course designator is followed by a 3-digit numeric code indicating course level. Undergraduate courses are numbered 001-499. 001-299 indicate lower division courses and 300-499 indicate upper division courses. To be eligible to graduate with a bachelor's degree from Minnesota State Mankato a student must have completed at least 40 semester hours of upper division courses. Students must be admitted to their major first to be able to take 300-400 level classes.

Course Designators

ACCT	Accounting	HP	Human Performance
ANTH	Anthropology	HUM	Humanities
ART	Art	ISYS	Information Systems
AST	Astronomy	IT	Information Technology
AET	Automotive Engineering Technology	ID	Interior Design
AVIA	Aviation	IBUS	International Business
BIOL	Biology	KSP	Educational Studies: K-12 & Secondary Programs
BED	Business Education	LAWE	Law Enforcement
BLAW	Business Law	MGMT	Management
CHEM	Chemistry	MET	Manufacturing Engineering Technology
CIVE	Civil Engineering	MRKT	Marketing
CDIS	Communication Disorders	MASS	Mass Communications
CS	Computer Science	MATH	Mathematics
CM	Construction Management	ME	Mechanical Engineering
CORR	Corrections	MEDT	Medical Technology
CSP	Counseling and Student Personnel	MSL	Military Science and Leadership
DANC	Dance	MODL	Modern Languages
DHYG	Dental Hygiene	MUS	Music
ECON	Economics	NPL	Non Profit Leadership
ED	Education	NURS	Nursing
EDAD	Educational Administration	OPEN	Open Studies
EE	Electrical Engineering	PHIL	Philosophy
EEC	Elementary Education	PHYS	Physics
EET	Electronic Engineering Technology	POL	Political Science
ENG	English	PPE	Philosophy, Politics, and Economics
ESL	English As A Second Language	PSYC	Psychology
ENVR	Environmental Sciences	RPLS	Recreation, Parks & Leisure Services
ETHN	Ethnic Studies	REHB	Rehabilitation Counseling
EXED	Experiential Education	SCAN	Scandinavian Studies
FCS	Family Consumer Science	SOST	Social Studies
FINA	Finance	SOWK	Social Work
FYEX	First Year Experience	SOC	Sociology
FREN	French	SPAN	Spanish
GEOG	Geography	SPED	Special Education (Developmental Cognitive Disabilities)
GEOL	Geology	SPEE	Speech Communication
GER	German	STAT	Statistics
GERO	Gerontology	THEA	Theatre
HLTH	Health Science	URBS	Urban & Regional Studies
HIST	History	WOST	Women's Studies
HONR	Honors		

Course Offerings

This bulletin lists course offerings for the academic year beginning with fall semester 2007. This listing is as accurate as possible when the bulletin is compiled. Students are advised, however, that all information regarding course offerings is subject to change, and it is recommended that students check the course schedules prior to each term. The University reserves the right to withdraw or modify any course or to change instructors.

Contact Hour. One 50-minute period (minimum) containing class group activity under supervision.

Course Numbering System. Courses are identified by a 2 to 4 alpha character code indicating program or department, followed by a 3-digit numeric code indicating course level.

Writing Intensive “W” Designator. In a certain cases, the 3-digit number may be followed by the letter “W”, which indicates that the course satisfies the General Education writing intensive category, whereas the other course with the same designator (and no “W”) does not. Credit will not be given for two courses with the same designator, regardless of GE writing intensive satisfaction.

Course Level. Undergraduate courses are numbered 001-499. 001-299 indicate lower division courses and 300-499 indicate upper division courses. Graduate courses are numbered 500-999 and are listed in the [Graduate Bulletin](#). To be eligible to graduate with a bachelor's degree from Minnesota State Mankato a student must have completed at least 40 semester hours of upper division courses. Students must be admitted to their major first to be able to take 300-400 level classes.

Sections. Individual course sections differentiated in the course schedules, but are not indicated in this bulletin.

Number of Credits. The number of credits is listed in parentheses after the course number. If the course is offered for variable credits, e.g., (1-4), the student will need to work with an advisor to determine the appropriate number of credits for which a certain course should be taken, and should register for the course accordingly.

Prerequisites. Some courses require pre-requisites and/or co-requisite courses. These are listed at the end of the course descriptions in this bulletin. In some cases, pre-requisites are “enforced.” If so, you would be unable to register without first verifying that you have completed the required pre-requisite course. It is the student’s responsibility to review pre-requisite requirements, and register for the appropriate level course. Questions about pre-requisite course requirements should be directed to your academic advisor, the College Advising Center, or the department offering the course.

General Education and Cultural Diversity Satisfaction. Courses approved as satisfying General Education or Cultural Diversity requirements are symbolized after the course description. For example, a course satisfying General Education Category 1C will be denoted as *GE-1C*, and a course satisfying the Core Requirement for Cultural Diversity will be denoted as *CD-Core*.

GENERAL EDUCATION

MINNESOTA TRANSFER CURRICULUM

Completion of the Minnesota Transfer Curriculum fulfills the general education requirement for any Minnesota public institution. Students transferring with a completed Minnesota Transfer Curriculum will satisfy Minnesota State Mankato’s general education requirement. Completion of goal areas within the Minnesota Transfer Curriculum will be accepted as completion of that same goal area at Minnesota State Mankato. Individual competencies will be evaluated and transferred on a course-by-course basis.

Students transferring from Minnesota State Mankato to another Minnesota public institution of higher education will have fulfilled the Minnesota Transfer Curriculum if they have completed required courses in the following ten categories: Communication, Critical Thinking, Natural Science, Mathematical/Logical Reasoning, History and the Social and Behavioral Sciences, Humanities and the Arts, Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment.

Why General Education?

The general education program integrates a broad foundation of knowledge and skills with the study of contemporary concerns. The goals and competencies within the curriculum are reflective of those capabilities essential for all college-educated adults facing the twenty-first century, including emphasis on:

1. Skills needed for effective understanding and communication of ideas through reading, listening, critical and integrative thinking, writing, speaking, and technological literacy;
2. Exploration of various ways of knowing through study of the content, methods of inquiry and creative modes of a broad spectrum of disciplines;
3. Our common membership in the human community, coupled with awareness that we live in a diverse world;
4. The interrelatedness of human society and the natural environment and the ethical dimensions of political, social, and personal life; and
5. Development of responsibility for lifelong learning.

GENERAL EDUCATION GUIDELINES

1. A total of 44 credits must be completed to satisfy the General Education Program at Minnesota State Mankato.
2. Students transferring with the Minnesota Transfer Curriculum completed will be considered to have completed the Minnesota State Mankato General Education requirements.
3. While included in general education at Minnesota State Mankato, categories 11, 12, and 13 are not part of the Minnesota Transfer Curriculum.
4. A single course may be placed in one or two categories and also may be designated as a Writing Intensive course. Each credit in any of these courses, however, may be counted only once in meeting the 44 credit requirement.
5. The Critical Thinking Category 2 may be satisfied either by taking a course or by the satisfactory completion of the other General Education categories.
6. In each category where two courses are required (i.e., #1C, 3, 5, and 6), students are required to take courses from different disciplines.
7. To count as general education credit students may take no more than two courses or eight (8) credits, whichever is greater, from the same discipline. The only exception to this policy is for English Composition (ENG 101).
8. For Bachelor of Science Degrees in Electrical, Civil, Computer or Mechanical Engineering general education requirements differ. See the program requirements for a detailed explanation of general education coursework for these four degree programs.
9. The general education requirements of the Associate of Arts degree are the same as for the Bachelor of Science degree.
10. General Education courses that satisfy core requirements for cultural diversity are identified by *. Those that satisfy related requirements for cultural diversity are identified by ^.
11. Some general education courses may ALSO be required courses for your major. Please consult your advisor for information about the general education courses you may need to take specifically for your major degree.

CATEGORY 1: COMMUNICATION

Goal: To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. At a base, all students should complete introductory communication requirements early in their college studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement. There are multiple opportunities for interpersonal communication, public speaking and discussion.

Part A: English Composition

(Requires one course, 3 credits or more, with a grade of at least “P” or “C”)

Goal: To develop writers who use the English language effectively and who read and write critically. This course will require faculty-critiqued writing. Writing competency is an ongoing process which needs to be reinforced throughout the curriculum. English Composition courses from international institutions will not be accepted in the category. Appeals must go to the Office of Academic Affairs.

Students will be able to:

- demonstrate and practice strategies for idea generation, audience analysis, organization of texts, drafting, evaluation of drafts, revision, and editing;
- write papers of varying lengths that demonstrate effective explanation, analysis, and argumentation;
- become experienced in computer-assisted writing and research;
- locate and evaluate material, including library, internet and other sources;
- analyze and synthesize source material, making appropriate use of paraphrase, summary, quotation, and citation conventions;
- employ syntax and usage appropriate to academic writing and the professional world.

Course which satisfies this category is: ENG 101

Part B: Speech and Oral Reasoning

(Requires one course, 3 credits or more)

Goal: To develop skills necessary for reasoned communication. Courses in this category will require individual public speaking which is critiqued by the instructor. Speaking and reasoning competency is an ongoing process which needs to be reinforced throughout the curriculum.

Students will be able to:

- understand/demonstrate communication processes through invention, organization, drafting, revision, editing and presentation;
- participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
- analyze, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- select appropriate communication choices for specific audiences;
- construct logical and coherent arguments;
- use authority, point of view, and individual voice and style in communications;
- employ syntax, usage and analytical techniques appropriate to academic disciplines and the professional world.

Course(s) which satisfy this category include:

CDIS 201 SPEE 100 SPEE 102 SPEE 212 SPEE 233

Part C: Writing Intensive

(Requires two courses from different disciplines, 6 or more credits)

Goal: Students will continue to develop skills taught in Composition, applying them in the context of a particular discipline.

Students will be able to:

- use writing to explore and gain a basic familiarity with the questions, values and analytical or critical thinking methods used in the discipline;
- locate, analyze, evaluate, and use source material or data in their writing in a manner appropriate to intended audiences (popular or within the discipline).

Writing Intensive "W" Designator.

In a certain cases, the 3-digit course number may be followed by the letter "W", which indicates that the course satisfies the General Education writing intensive category, whereas the other course with the same designator (and no "W") does not. Credit will not be given for two courses with the same designator, regardless of GE writing intensive satisfaction.

Course(s) which satisfy this category include:

ANTH 250W^	BIOL 103W	BIOL 105W	ECON 314W^
EEC 222W*	ENG 112W^	ENG 113W^	ENG 215W
ENG 201W	ENG 211W*	ENG 212W^	ENG 213W
ENG 242W	ENG 301W	ETHN 201W*	ETHN 202W*
ETHN 203W*	ETHN 204W*	FREN 302W	GEOG 210W
HIST 170W^	HIST 171W^	HIST 180W*	HIST 190W*
HIST 191W*	HUM 250W	HUM 280W	HUM 281W*
HUM 282W^	ISYS 202W	IT 202W	KSP 220W*

NURS 101W	PHIL 100W	PHIL 101W	PHIL 115W*
PHIL 120W*	PHIL 205W^	PHIL 222W^	PHIL 224W^
PHIL 226W	PHIL 240W	PHIL 322W	PHIL 334W
PHIL 336W	PHIL 358W^	POL 103W	PSYC 103W
REHB 110W*	SOC 101W^	SOWK 190W^	SPAN 210W
SPEE 101W	THEA 285W*	URBS 230W	WOST 120W

CATEGORY 2: CRITICAL THINKING

(Requires completion of the rest of the Gen. Ed. Program or one course)

Goal: To develop critical thinking, communication, and problem solving skills. Courses in this category must focus on skill development and throughout the course will provide opportunities to exercise skills. Although the exercise of skills requires a subject matter, the emphasis in this category will be on skill development. The skills will not be ones that are specific to the practice of a particular discipline or area of inquiry but rather will be skills that are common to different disciplines and different areas of inquiry.

Students will be able to:

- gather and analyze information of various kinds, employing formal or informal tools to represent information in ways useful for solving problems;
- weigh evidence for and against hypotheses;
- recognize, construct, and evaluate arguments;
- apply appropriate critical and evaluative principles to texts, documents, or works--one's own or others'--in oral, visual, or written mediums.

Course(s) which satisfy this category include:

AST 115	CHEM 111	CHEM 133	CHEM 201	CSP 110
ENG 201W	ENG 301W	HLTH 212	PHIL 110	PHIL 112
PHIL 311	PHYS 211	PHYS 221	POL 103W	PSYC 103W
SPEE 101W				

CATEGORY 3: NATURAL SCIENCE

(Requires two courses from different disciplines, 6 credits or more. At least one course must have a laboratory)

Goal: To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. Students should be encouraged to study both the biological and physical sciences.

Students will be able to:

- develop understanding of scientific theories;
- formulate and test hypotheses in either laboratory, simulation, or field experiences;
- communicate his/her experimental findings and interpretations both orally and in writing;
- apply the natural science perspective to society issues.

Course(s) which satisfy this category include:

("L" indicates a laboratory course)

ANTH 120	ANTH 220^L	AST 101	AST 102
AST 104-L	AST 115	BIOL 100-L	BIOL 102*
BIOL 103W	BIOL 105W-L	BIOL 270-L	CHEM 100-L
CHEM 104	CHEM 106	CHEM 111-L	CHEM 131
CHEM 132	CHEM 134	CHEM 135	CHEM 201-L
EET 112-L	FCS 140	GEOG 101	GEOG 100-L
GEOG 121-L	GEOG 122-L	PHYS 100^L	PHYS 101-L
PHYS 102	PHYS 105	PHYS 107	PHYS 110-L
PHYS 211-L	PHYS 221-L		

CATEGORY 4: MATHEMATICAL/LOGICAL REASONING

(Requires one course, 3 credits or more, with a grade of at least "P" or "C")

Goal: To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers.

Students will be able to:

- illustrate historical and contemporary applications of mathematical/logical systems;
- clearly express mathematical/logical ideas in writing;
- explain what constitutes a valid mathematical/logical argument (proof);
- apply higher-order problem-solving and/or modeling strategies.

Course(s) which satisfy this category include:

MATH 110	MATH 112	MATH 113	MATH 115	MATH 121
MATH 130	MATH 180	MATH 181	MATH 184	MATH 201
PHIL 110	PHIL 112	PHIL 311	SOC 202	STAT 154

CATEGORY 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES

(Requires two courses from different disciplines, 6 credits or more)

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events and ideas. To challenge students to examine the implications of this knowledge and its interconnection with action and living an informed life.

Students will be able to:

- employ the methods and data that historians and social and behavioral scientists use to investigate the human condition;
- examine social institutions and processes across a range of historical periods and cultures;
- use and critique alternative explanatory systems or theories;
- develop and communicate alternative explanations or solutions for contemporary social issues.

Course(s) which satisfy this category include:

ANTH 101^	ANTH 102^	ANTH 240^	ANTH 250W^
CORR 106	CORR 132	CORR 255	ECON 100
ECON 201	ECON 202	ECON 314W^	ETHN 100*
ETHN 101*	ETHN 201W*	ETHN 202W*	ETHN 203W*
ETHN 204W*	FCS 100	GEOG 103^	HIST 151*
HIST 153	HIST 155*	HIST 160^	HIST 170^
HIST 170W^	HIST 171^	HIST 171W^	HIST 180*
HIST 180W*	HIST 181	HIST 190*	HIST 190W*
HIST 191*	HIST 191W*	HLTH 310	KSP 235
LAWE 132	MRKT 100	POL 100	POL 104
POL 111	PSYC 101	PSYC 206	SOC 101^
SOC 101W^	SOC 150*	SOC 208*	SOC 209*
SOC 255	SOWK 190W^	SOWK 255^	URBS 100^
URBS 150	WOST 110*	WOST 225*	

CATEGORY 6: HUMANITIES AND THE ARTS

(Requires two courses from different disciplines, 6 credits or more)

Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

- demonstrate awareness of the scope and variety of works in the arts and humanities;
- understand those works as expressions of individual and human values within an historical and social context;
- respond critically to works in the arts and humanities;
- engage in the creative process or interpretive performance;
- articulate an informed personal reaction to works in the arts and humanities.

Course(s) which satisfy this category include:

ART 100	ART 160^	ART 231	ART 260^	ART 261^
ART 275	EET 125^	ENG 110	ENG 112W^	ENG 113W^

ENG 114	ENG 211W*	ENG 212W^	ENG 213W	ENG 214
ENG 215W	HUM 150^	HUM 151^	HUM 155^	HUM 156
HUM 250W	HUM 280W	HUM 281W*	HUM 282W^	KSP 251*
MUS 120^	MUS 125*	MUS 126*	PHIL 100W	PHIL 101W
PHIL 115W*	PHIL 120W*	PHIL 205W^	PHIL 222W^	PHIL 224W^
PHIL 240W	PHIL 321^	PHIL 322W	PHIL 334W	PHIL 336W
PHIL 337	PHIL 358W^	SPEE 310	THEA 100^	THEA 101
THEA 115	THEA285W*	URBS 110	WOST 251*	

CATEGORY 7: HUMAN DIVERSITY

(Requires one course, 3 credits or more)

Goal: To increase students' understanding of individual and group differences, emphasizing the dynamics of race, gender, sexual orientation, age, class, and/or disabilities in the history and culture of diverse groups in the United States; the contributions of pluralism to United States society and culture; and issues--economic, political, social, cultural, artistic, humanistic, and education traditions--that surround such diversity. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

- understand the development of and the changing meanings of group identities in the United States' history and cultures;
- demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society;
- analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;
- describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups which have suffered discrimination and exclusion;
- demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Course(s) which satisfy this category include:

ANTH 280	CDIS 290*	EEC 222W*	ENG 211W*
ETHN 100*	ETHN 101*	ETHN 150*	ETHN 200*
ETHN 201W*	ETHN 202W*	ETHN 203W*	ETHN 204W*
GERO 200*	HIST 151*	HIST 155*	HIST 190*
HIST 190W*	HIST 191*	HIST 191W*	HUM 281W*
KSP 220W*	KSP 251*	MUS 125*	MUS 126*
PHIL 115W*	REHB 110W*	SOC 150*	SOC 208*
SOC 209*	SPEE 203*	THEA 285W*	WOST 110*
WOST 251*	WOST 225*		

CATEGORY 8: GLOBAL PERSPECTIVE

(Requires one course, 3 credits or more)

Goal: To increase students' understanding of the growing interdependence of nations, traditions and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

Students will be able to:

- describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions;
- demonstrate knowledge of cultural, social, religious and linguistic differences;
- analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solution;
- understand the role of a world citizen and the responsibility world citizens share for their common global future.

Course(s) which satisfy this category include:

ANTH 101^	ANTH 230^	ANTH 240^	ART 160^
ART 260^	ART 261^	CDIS 206	CDIS 207
DANC 225*	ECON 314W^	EET 125^	ENG 212W^
ENVR 101	FREN 101	FREN 102	FREN 201
FREN 202	GEOG 100^	GEOG 103^	GER 101
GER 102	GER 201	GER 202	HIST 153
HIST 160^	HIST 170^	HIST 170W^	HIST 171^

HIST 171W [^]	HIST 181	HUM 155 [^]	HUM 156
HUM 282W [^]	PHIL 205W [^]	PHIL 358W [^]	POL 106 [^]
SCAN 101	SCAN 102	SCAN 111	SCAN 112
SOC 101 [^]	SOC 101W [^]	SOWK 255 [^]	SPAN 101
SPAN 102	SPAN 201	SPAN 202	SPAN 210W
SPEE 203*	URBS 100 [^]	WOST 220*	

CATEGORY 9: ETHICAL AND CIVIC RESPONSIBILITY
(Requires one course, 3 credits or more)

Goal: To develop students' capacity to identify, discuss and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others positions, be part of the free exchange of ideas, and function as public minded citizens.

Students will be able to:

- examine, articulate, and apply their own ethical views;
- understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues;
- analyze and reflect on the ethical dimensions of legal, social, and scientific issues;
- recognize the diversity of political motivations and interests of others;
- identify ways to exercise the rights and responsibilities of citizenship.

Course(s) which satisfy this category include:

BLAW 131 [^]	CHEM 131	CORR 106	CORR 255
ENG 213W	HIST 180	HIST 180W*	ISYS 202W
IT 202W	KSP 101	KSP 250	MASS 110 [^]
PHIL 120W*	PHIL 222W [^]	PHIL 224W [^]	PHIL 226W
PHIL 240W	PHIL 321 [^]	PHIL 322W	POL 101
POL 111	SOC 255	SOWK 190W [^]	SPEE 300
URBS 230	URBS 230W	WOST 120W	WOST 220*

CATEGORY 10: PEOPLE AND THE ENVIRONMENT
(Requires one course, 3 credits or more)

Goal: To increase students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and psychosocial cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

- explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems;
- discern and analyze patterns and interrelationships of the bio-physical and psycho-social cultural systems;
- critically discern and analyze individual, social, and ecological dimensions of health;
- describe the basic institutional arrangements (social, legal, political, economic, health, ethical, religious) that are evolving to deal with environmental and natural resource challenges;
- evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions;
- propose and assess alternative solutions to environmental problems;
- articulate and defend the actions they would take on various environmental issues.

Course(s) which satisfy this category include:

ANTH 102 [^]	CHEM 133	EEC 205	ENVR 101
GEOG 100 [^]	GEOG 101	GEOG 210W	GEOL 100
GEOL 121	HLTH 101	PHIL 226W	RPLS 282
URBS 150			

CATEGORY 11: PERFORMANCE AND PARTICIPATION
(Requires 2-3 credits)

Goal: To prepare students for responsible and effective participation in groups and communities.

Students will be able to:

- participate effectively in a variety of artistic, education, political, recreational, health and public service, or social service settings;
- interact with others of another culture in its indigenous setting through a structured experience;
- participate cooperatively in group athletic activity or artistic performance.

Course(s) which satisfy this category include:

ANTH 280	CDIS 205	DANC 125*	DANC 126
DANC 127	DANC 128	DANC 223*	DANC 225*
DANC 226	DANC 227*	DANC 228	DANC 229
DANC 328 [^]	EEC 222W*	ENG 242W	HLTH 210
HP 101	HP 103	HP 104	HP 105
HP 114	HP 117	HP 130*	HP 138
HP 139	HP 143	HP 145	HP 146
HP 147	HP 148	HP 149	HP 150
HP 152	HP 153	HP 154	HP 155
HP 156	HP 157	HP 158	HP 159
HP 161	HP 166	HP 174	HP 175
HP 176	HP 177	HP 178	HP 179
HP 182	HP 190	HP 241	HP 242
HP 245	HP 248	HP 250	HP 252
HP 257	HP 291	KSP 220W*	MSL 210
MUS 101	MUS 102	MUS 103	MUS 104
MUS 105	MUS 106	MUS 111	MUS 112
MUS 113	MUS 114	MUS 115	MUS 116
MUS 117	MUS 118	MUS 119	NURS 101
POL 101	RPLS 278	SOWK 214	SPEE 220
SPEE 310	THEA 102	THEA 103	THEA 105
THEA 107	THEA 108	THEA 109	THEA 115
THEA 123*	URBS 230	URBS 230W	

CATEGORY 12: FIRST YEAR EXPERIENCE
(Requires 0-1 credits)

Goal: To promote further development of student success skills, such as reading, writing and speaking; help students gain intellectual confidence; build in the expectation of academic success; and to provide assistance in making the transition to the University.

Students will be able to:

- experience higher personal expectations of his/her ability to meaningfully participate in academic life;
- define and give examples of critical thinking;
- interact with other students regarding academic matters;
- affirm that careful thinking is an important aspect of the educational process;
- make a comfortable transition to college life.

Course which satisfies this category is: FYEX 100

CATEGORY 13: INFORMATION TECHNOLOGY
(Requires 0-2 credits)

Goals: To familiarize students with the tools, concepts and societal impact of information technology and to develop the skills necessary to use this technology critically and effectively.

Students will be able to:

- use electronic information technology ethically and responsibly;
- access and retrieve information through electronic media, evaluating the accuracy and authenticity of that information;
- create, manage, organize and communicate information through electronic media;
- demonstrate a working knowledge of information technology terms and concepts;
- understand how computers function and the limits of computation and information technology;
- recognize changing technologies and make informed choices in their use.

THEA 285W WOST 110 WOST 220 WOST 251
WOST 225

Course(s) which satisfy this category include:

EET 115 EET 116 ISYS 110 ISYS 202W IT 100
IT 110 IT 202W

CULTURAL DIVERSITY REQUIREMENT 2007-2008

All new undergraduate students must satisfy a Cultural Diversity (CD) credit requirement. Students pursuing a baccalaureate degree must take at least two (2) courses and a minimum of six (6) credits from the list of courses designated as Cultural Diversity courses. Two types of courses fulfill the Cultural Diversity requirement: (1) Cultural Diversity CORE courses (CD-Core) and (2) Cultural Diversity Related courses (CD-Related).

A CD-Core course is at least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States society. A CD-Related course is at least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanics, and Native American inhabitants of the United States.

Domestic Cultural Diversity courses study the diverse components of United States culture in order to offer an understanding of the history and culture of ethnically diverse groups; majority/minority relations; civil rights; and other economic, political, social, and educational issues surrounding such pluralism. This study of Cultural Diversity emphasizes understanding the dynamics of race, gender, sexual orientation, age, class, and disabilities.

Global cultural diversity courses provide students with knowledge of societies, peoples, and cultures throughout the world as they relate to African American, Asian, Hispanic, and Native American inhabitants of the United States.

Courses must be taken according to the following distribution: (1) At least one course must be taken from the list of courses designated as Cultural Diversity-core; (2) At least two different departments must be represented. Students are encouraged to take more than one core course in completing the CD requirement. One CD-Core course and a minimum of 3 credits satisfies the CD requirements for an AA degree. Transfer students that have taken between 33 and 63 credits will be granted up to 3 credits of their CD requirement while transfer students that have taken 64 or more credits or have already received an AA degree will be granted 6 CD credits, satisfying their entire CD requirement.

CD-RELATED^

ANTH 101	ANTH 102	ANTH 220	ANTH 230
ANTH 240	ANTH 250W	ANTH 311	ANTH 410
ANTH 431	ANTH 436	ANTH 485	ANTH 486
ANTH 493	ART 160	ART 260	ART 261
ART 416	ART 469	AVIA 100	BLAW 131
CORR 449	CORR 452	CORR 453	CORR 459
DANC 328	DHYG 431	ECON 314W	GEOG 100
GEOG 103	HIST 160	HIST 170	HIST 170W
HIST 171	HIST 171W	HIST 302	HIST 402
HIST 434	HIST 437	HIST 438	HIST 442
HIST 458	HIST 459	HIST 484	HIST 485
EET 125	ENG 112W	ENG 113W	ENG 212W
ENG 325	ENG 327	ENG 328	ENG 340
ENG 341	ENG 381	ENG 416	ENG 425
ENG 435	ENG 441	ENG 446	ENG 448
ENG 464	ENG 492	FCS 120	HLTH 400
HLTH 455	HP 290	HUM 150	HUM 151
HUM 155	HUM 282W	IBUS 448	IT 201
KSP 408	KSP 415	KSP 417	MGMT 440
MGMT 441	MGMT 442	MGMT 482	MASS 110
MODL 470	MODL 471	MSL 112	MUS 120
MUS 121	NURS 220	NURS 351	NURS 360
NURS 361	NURS 380	NURS 381	PHIL 205W
PHIL 222W	PHIL 224W	PHIL 321	PHIL 358W
PHIL 460	PHYS 100	POL 106	PSYC 455
PSYC 458	REHB 424	SOC 101	SOC 101W
SOC 405	SOWK 190W	SOWK 255	SPAN 356
SPED 415	THEA 100	THEA 481	THEA 482
URBS 100			

COURSE SELECTIONS:

CD-CORE*

ANTH 331	ANTH 332	ANTH 333	ANTH 334
ANTH 411	ANTH 421	ANTH 430	ANTH 432
ANTH 433	ART 419	BIOL 102	CDIS 290
CORR 444	DANC 125	DANC 223	DANC 225
DANC 227	EEC 222W	ENG 211W	ENG 318
ENG 402	ETHN 100	ETHN 101	ETHN 150
ETHN 200	ETHN 201W	ETHN 202W	ETHN 203W
ETHN 204W	ETHN 220	ETHN 300	ETHN 330
ETHN 400	ETHN 410	ETHN 420	ETHN 430
ETHN 440	ETHN 450	ETHN 460	ETHN 470
ETHN 480	ETHN 490	FCS 400	FCS 474
GEOG 438	GERO 200	HIST 151	HIST 155
HIST 180	HIST 180W	HIST 190	HIST 190W
HIST 191	HIST 191W	HIST 463	HIST 477
HIST 481	HIST 487	HP 130	HP 421
HUM 281W	KSP 220W	KSP 251	KSP 320
KSP 407	KSP 450	KSP 451	LAWE 234
MUS 125	MUS 126	MUS 220	NURS 340
PHIL 115W	PHIL 120W	REHB 110W	REHB 435
RPLS 274	POL 424	POL 464	PSYC 460
SOC 150	SOC 208	SOC 209	SOC 307
SOC 410	SOC 446	SOWK 419	SOWK 420
SPEE 203	SPEE 403	SPEE 413	SPED 405
SPED 420	SPED 440	THEA 121	THEA 123

Minnesota State University, Mankato 2007-2008 Bachelor of Arts (BA)/Bachelor of Science (BS) CREDIT EVALUATION FORM

Name _____ Address _____ Tech ID _____ SSN _____ Degree _____ Major(s) _____ Adm Term _____ File # _____ Minor(s) _____

CATEGORY 1 COMMUNICATION MSU EQ transfer course _____ Satisfied _____ PART A Eng Comp (min of 1 course/3 credits – min grade of C or P) _____ credit grade _____ _____ PART B Speech & Oral Reasoning (min of 1 course/3 credits) _____ _____ PART C Writing Intensive (min of 2 course from diff depts/6 credits) _____ _____	CATEGORY 6 HUMANITIES & ARTS (min of 2 course from diff depts/6 credits) MSU EQ transfer course _____ Satisfied _____ _____ credit grade _____ _____ CATEGORY 7 HUMAN DIVERSITY (min of 1 course/3 credits) MSU EQ transfer course _____ Satisfied _____ _____ credit grade _____ _____	CATEGORY 12 FIRST YEAR EXPERIENCE (0-1 credits) MSU EQ transfer course _____ Satisfied _____ _____ credit grade _____ _____ CATEGORY 13 INFORMATION TECHNOLOGY (0-2 credits) MSU EQ transfer course _____ Satisfied _____ _____ credit grade _____ _____	CATEGORY 2 CRITICAL THINKING (min of 1 course or completion of the rest of Gen Ed) MSU EQ transfer course _____ Satisfied _____ _____ credit grade _____ _____ CATEGORY 3 NATURAL SCIENCES (min of 2 course from diff depts with at least one lab/6 credits) MSU EQ transfer course _____ Satisfied _____ _____ credit grade _____ _____ CATEGORY 4 MATHEMATICAL/LOGICAL REASONING (min of 2 course/3 credits – min grade of C or P) MSU EQ transfer course _____ Satisfied _____ _____ credit grade _____ _____ CATEGORY 5 HISTORY & SOCIAL & BEHAVIORAL SCIENCES (min of 2 course from diff depts/6 credits) MSU EQ transfer course _____ Satisfied _____ _____ credit grade _____ _____
FOREIGN LANG BA STUDENTS ONLY (1 year required/max of 8 credits) MSU EQ transfer course _____ Satisfied _____ _____ credit grade _____ _____			
GENERAL EDUCATION			
The categories on this page form Minnesota State Mankato's General Education requirement (GE) . Satisfaction of GE requires a minimum of 44 credits and completion of categories 1-11. A BS degree requires GE, while a BA degree requires GE and an additional year of a single foreign language for a total of 52 credits. Detailed information about GE and degree requirements can be found in the Undergraduate Bulletin.			
Transfer AS/AAS degrees must have: 40 credits in categories 1-10; a min of 1 course in each category 3-10; and one course in each part of category 1. Categories 2 and 11 are exempt.			
degree	institution	accepted	GE credits needed
_____	_____	_____	_____
GENERAL EDUCATION SATISFIED (_____)			

